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THE TWENTIETH CENTURY HIGH SCHOOL

BY

PRINCIPAL CHARLES C. PARLIN

WAUSAU, WISCONSIN

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High School Growth. There are more students enrolled in the Oshkosh high school to-day, than there were nineteen years ago, in the combined high schools of Antigo, Appleton, Ashland, Fond du Lac, Fort Howard, Green Bay, Grand Rapids, Marinette, Merrill, Sheboygan and Wausau. In corroboration of this statement let me call your attention to this chart:

Twelve Largest High Schools of Northeast Wisconsin.

CITY	Population		High School Enrollment		High School Graduates	
	1890	1910	1891	1910	1891	1910
Antigo	4,428	7,500	11	321	0	60
Appleton	11,869	17,000	70	350	11	35
Ashland	9,956	14,000	30	381	4	45
Fond du Lac	12.024	20,000	155	450	15	65
Green Bay (East)	9,069	25,000	39	279	0	42
*Fort Howard	4,754		16	241	5	30
Grand Rapids	1,702	7,600	30	261	8	39
Marinette	11,523	16,000	82	376	3	55
Merrill	6,809	10,000	35	267	5	49
Sheboygan	16,359	25,000	56	357	5	60
Wausau	9,253	16,000	74	471	12	60
Total	97,746	158,100	598	3774	68	540
Oshkosh	22,836	33,000	139	637	18	84

* Indicates Green Bay, West.

Increase in population, 62%.
Increase in High School Enrollment, 531%.
Increase in High School Graduates, 694%.
In 1891, Boys 37%, Girls 63%.
In 1910, Boys 46%, Girls 54%.

This chart shows comparative population, high school enrollment, and high-school graduation for the school years of 1890-91, and 1909-10, of the twelve largest high schools of northeast Wisconsin. It shows that whereas the other eleven schools in 1891 had 594 students enrolled, Oshkosh high school alone this year, it is estimated, will enroll 637. It shows that whereas the other eleven, nineteen years ago, graduated 68 pupils, Oshkosh high school alone this year expects to graduate 84. That is, Oshkosh high school alone, in terms of students enrolled, and of graduates completing their courses, is to-day a greater high school than were the

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other eleven high schools combined, less than twenty years ago.

But striking as is that fact, the more striking fact of these statistics is the marvellous growth of these high schools. Every one of these schools has experienced an astonishing growth. While the population of these cities has increased only 62%, the high school enrollment has increased 531%, and high school graduation has increased 694%. That is, the nineteenth century high school was for a few, the twentieth century high school is for the many. In the old high school, the pupils were chiefly of three classes: First, a small number of boys, definitely planning to take professional courses in colleges; second, a larger number of girls planning definitely to teach; and third, and by far the largest class of all, both boys and girls who were not yet old enough or strong enough to go to work, or whose parents for some reason, did not wish them as yet to begin labor. These were in the high school not with a definite purpose of fitting themselves for a life work, but because in a general sort of a way the high school was a good place to be. Boys and girls that did definitely intend to enter industry were already in the shops and factories.

The High School Transformed.

The twentieth century high school has, to be sure, all these three classes, but it has in addition a very large number of boys and girls who are consciously fitting themselves to take places in the commercial and industrial life. Notice, for example, that while only 37% of the old high school were boys, 46% of the new are boys. The high school then has not merely increased in size; it has changed its scope; it has ceased to be an academy, aiming on the one hand to prepare for college, and on the other, to give a veneer of culture to the leasure classes, and has become instead what has been truly called "The people's college," a great education institution in which the masses are being definitely trained for their life work. We have lived in the midst of the greatest educational revolution the world has ever known, and have realized it not. Never before have the masses so awaked to a desire for higher education. Never before was a great educational need, so promptly and efficiently met.

High School for Everybody.

The twentieth century high school is, then, for everybody; but some people in every community do not know it, and it devolves upon you high school principals to awaken the sleepers. Attend the parents' meetings of the ward principals, and say to the parents: "The high school is for your boy; if he is not there he is being deprived

of that to which he is fairly entitled. Other boys are getting a high school education; if your boy is not, he will have to run the race of life against a big handicap." Call upon Mr. Peterowski in the nineteenth ward and say, "Mary is a bright girl; why is she not in school?" Perhaps he will reply: "I sent my older girl thru high school and she helped me scarcely a bit. She only taught one year and then she got married. Perhaps you will not get Mary, but you will get food for reflection on the theme: "What are girls for, anyway?" Go to the little cottage at the very outskirts and ask Mr. Olson why Ole did not return to school. Perhaps tears will come to his eyes, and he will say: "Did you miss him? I didn't suppose anyone in that big school would miss my boy. But, God bless you, sir, if you miss him, he shall be there." That man has a new vision. A stranger in a foreign land, he thought the world had little place for him or his, but now for the first time he catches a glimpse of new possibilities for his boy. Yonder big high school is for everybody and in it is a niche which his boy is expected to fill; and when he is gone, someone has missed him.

A New Principal.

With this transformation has come a new functionary, or rather new importance to an old functionary. "High school principal" ceases to be a supernumary title of the city superintendent; nor does it longer designate an especially favored teacher whom the Board wishes to reward with more salary. It describes the real head of "Everybody's college," one who bears the chief disciplinary, administrative and supervisional burdens of a great educational institution. Such a position should be something more than a training school for superintendents; to fill the position well is in itself a worthy ambition. The high school principal should be a man of no less talent, no less education, no less experience than the superintendent. His salary should be such that the superintendency would not on that account be sought by him; he should have a seat with the Board of Education that he may be consulted as to all matters pertaining to the high school, and he should be allowed and encouraged to take an active part in the life of the community.

"But," you ask, "do you propose to make the principal independent of the superintendent?" By no means—that would be indeed unfortunate. The principal and superintendent should be in constant consultation. In discipline and in all matters directly dealing with pupils, the principal alone should act; for any assistance of the superintendent in directly handling pupils, however tactful and efficient he may be, is likely to lessen that conviction of the finality

of the principal's decisions which is essential to easy and effective discipline. In all that pertains to equipment, choice of teachers, course of study, and methods of instruction, both men in conjunction with the proper committees of the Board of Education, should share in determining the policy. Such a principal, loyally supporting his city superintendent, and in turn supported by the superintendent, can give a strength to both officials that neither would have alone.

But why has the effective high school principalship been slow in developing? Partly because of the expense of paying two first-class salaries instead of one. That, however, I think is only a minor reason. The chief difficulty is that too many men are like Caesar, they can brook no equal. The superintendent fears that if he develops a really important high school principal that, like the Arab's camel that was allowed on a wintry night to put his head in the tent, the principal will soon take possession of the whole tent and crowd the owner out into the cold. And too many principals justify the suspicion; for they, too, are like Caesar and wait with ill-concealed impatience for the day when they in turn may have the one man power.

The remedy for this, it seems to me, is to make the two positions so nearly equal in salary and dignity that neither will covet the other's place, and then get two men who will agree. But suppose they do not agree? In that case, the Board is usually wise enough to discharge them both and get two new ones. Many Wisconsin accidents impress on superintendents and principals a modern application for Benjaman Franklin's warning to the colonists: "We must hang together or we will hang separately."

A New Teacher.

In the second place, with this transformation has come a new type of high school teacher. In the old school a young lady, scarcely beyond the senior pupil in age or attainments, with youthful enthusiasm, led them along the path of knowledge which she had just trod. In those "good old days" a Normal school diploma sufficed; yesterday, we were satisfied with a College diploma; to-day, we want a Master's degree; to-morrow, it shall be a Ph. D., and I am looking daily for the announcement of a new and higher degree, to which the teacher of the future shall be expected to aspire. The high school teacher is now a specialist; she knows not merely the path that leads to the foot of the mountain, but she herself has trod the arduous road that led to the peak from which she has looked backward over the sunlit fields of truth already known, and has even peered forward into the mist covered valleys of truth yet undiscovered. That such a teacher is better equipped, that

she may be vastly more efficient than the earlier one, is too evident to need statement. But with this increased effciency has come some loss. In the old school, the race of the pupil with his teacher, to see who first would get to the end of the book, or to determine who should gain the greater mastery of the subject, was an inspiration that often awoke a lazy but capable boy to almost superhuman efforts.

The new teacher has greater need of pedagogy than the old, for the old teacher was enabled to lead her classes by that mysterious intuition by which one child teaches another. A small boy needs no knowledge of pedagogy to instruct his younger brother how to play base-ball. Were it not so, our great national game would be extinct. But the teacher who has long ago forgotten the difficulties of the first start and whose learning is so profound that the freshman in his wildest dreams never dares hope to attain to such erudition, has great need of pedagogy that will enable her to understand the child's mind and to learn by observation those difficulties which she can no longer see by intuition. Hence we have the new University School of Education, which I believe will do a much needed service to secondary instruction in Wisconsin.

A New Equipment.

In the third place, we have a new material equipment. Twenty years ago these cities built high schools with assembly halls to seat sixty pupils, and a recitation room for one assistant, and thought they had provided for their city's secondary education for all time. More recently they have built assembly halls to seat 500 pupils, and recitation rooms to render possible the work of twenty teachers. But already some of these have proved too small, and we are beginning to have agitation for new buildings that will accomodate 1,000 or 1,500 pupils.

The entire equipment of at least one of these high schools twenty years ago, library, maps, apparatus, and even desks included, could not have been sold for $100. To-day the equipment of one of the smallest of these schools will run up to many thousands of dollars.

A New Support.

In the fourth place, we have a new type of support. Twenty years ago there could be found in the local papers of these cities articles written by honest and thoughtful men, asking seriously the question, "Is high school education worth while? Is it really the proper function of a community to attempt to furnish more than common school instruction?" When the high school was for the few, the sup-

port was faltering; but now that the high school is for everybody, the support is unanimous and enthusiastic.

Who Created the High School?

These cities take peculiar pride in their high schools; first, because they feel they own them; and, second, because they feel they created them. This marvellous high school development has not been brought about by the efforts of colleges. In the things that have transformed the high school from a preparatory school into "everybody's college," in the introduction of commercial and manual training courses, the high schools have had no assistance from higher institutions of learning. The high schools had first to work out these courses and then to demonstrate that they were equal in value to the older courses before they were accorded college recognition. I say this not to criticise our universities and colleges; they have had problems of their own. These have been our problems and it has done us good to wrestle with them.

Nor has this development been brought about by state action, although the state has by very meagre bonuses, encouraged somewhat the establishment of manual training courses. The modern high school, then, is not the result of outside inspiration or compulsion. It is the result, in the first place, of the desire of the masses to seek higher efficiency through education; and, in the second place, of the intelligence and generosity of our best citizenship in meeting this need. Everywhere the movement for new high school buildings, for adequate equipment, for better salaried teachers has had the hearty and enthusiastic support of the large business interests. Nowhere have the large taxpayers refused to assume the necessary burdens; they have been always the leaders for high school progress. We are too apt to lend a pessimistic ear to the demagogue who denounces our business interests as institutions of greed and oppression. The evolution of the high school should make optimists of us all. Where can you find a better example of intelligent and generous citizenship and where can you find a brighter ray of promise for the future than in this new higher education of the masses?

The Pupil.

But if we have a new principal, a new teacher, a new equipment, and a new public support, have we also a new pupil? Fundamentally, no! The boy is the same ambitious, hopeful, daring, generous, turbulent creature that he was in the days when David went forth to meet Goliath, but under new environment the same boy appears in a new aspect.

We have been many times told that a log with James Garfield at one end and Mark Hopkins on the other, was a

university. But notice what this combination has,—a bright boy and a good teacher, the only essentials for education. Notice, too, what it has not; there is no foot-ball team, no skating rink, no pool room, only a log with one boy at one end and a good teacher at the other.

Relation of Teacher to Pupil.

But when, instead of one bright youth, 500 ambitious and turbulent fellows perch on one end of the log, even a Mark Hopkins at the other would find it some strain on his personality to hold down his end of the teeter board. Large numbers have necessitated, in the first place, thorough organization, and out of this organization have grown new and difficult problems. In the first place, care must be taken that organization and wholesale instruction do not entirely replace that close personal relation of teacher to pupil, that existed when James Garfield and Mark Hopkins sat together on the log. No principal, no teacher, can hope to maintain any such relationship with all the members of a large high school, and yet every teacher may have such relationship with some pupils, and if the pupils are judiciously apportioned among the teachers, every pupil may be reached by some teacher. This can be done formally by a class officer system. It can be done more effectively when the pupil does not know that a teacher is his class officer, but when the teacher does know that it is his duty to enter into the life of certain pupils, to call upon them when they are absent from school, to encourage them when their work becomes difficult, to sympathize with them when death enters the family circle.

Student Organizations.

A second series of problems growing out of this larger organization are the student organizations. Twenty years ago inter-scholastic contests were almost unknown. Now one of the problems for some high school students is to find time for anything else. These organizations tend to multiply in numbers and grow in importance until sometimes it is difficult to tell "which is dog and which is tail." But do not misunderstand me. These organizations are valuable adjuncts to a school system, but they are only adjuncts; they must be kept strictly subordinate to the main purposes of the school. This can be done, in the first place, by having some considerable portion of the school year in which there are no inter-scholastic contests. This end can be obtained either by limiting foot-ball, basket-ball, and track work to about six weeks each, and by placing the declamation and oratorical contests during these athletic contest periods, or it can be accomplished by cutting out

altogether one of these three seasons. In the second place there should be a rigid enforcement of inter-scholastic scholarship rules; and third, by tactful but firm handling, the principal should see that a successful team does not run away with the school. A wise school man when he prays for victory, will modify his prayer, and say: "Give us victory, O, Lord! but not too much victory. Remember that we are weak and destroy us not by overmuch joy." The spectacle of a town gone foot-ball crazy, when a successful team backed by unthinking people runs away from the principal's control, and wrecks a school system, is pitiable. Such an occurrence is a tragedy, whose pathos is seldom fully appreciated. That damage is done to the school sentiment such as it will take years to repair, even the casual observer may see. But that scholarly ambitions have been nipped in the bud, that many lives have been rendered less complete, and less useful is not so patent, but none the less true.

A New Discipline.

But though we have the same boy spirit, we have nevertheless a new type of discipline. In the old school, discipline was a contest of wits, between the shrewd boys and the principal. It furnished a type of training not altogether useless to the boy and often very valuable to the teacher. I suppose many a man that has left the school rostrum to win distinction in politics or business could justly attribute his success to that training. But the school is now too big, the interests are too many, for the principal to spare time for any such enlivening pastime. The boy who is inclined to drop a brick-bat into the ocmplicated machinery of a modern high school is too dangerous to be tolerated. That boy must either learn quickly to control his inclinations or else seek a smaller and a simpler organization.

The Loafer.

Nor can the modern high school waste time upon a boy of leisure who is in school simply to spend time. The boy who works geometry problems on the pool table and performs physics experiments with rings of cigarette smoke can well be spared. You will not spoil his future by putting him out, for as some one has well said, "The cigarette fiend has no future to spoil."

To loaf in high school is more genteel than to loaf on the street, but it is not less dangerous. When a boy loafs in high school, he may deceive the public and his parents and even himself, into believing that he is trying to do something useful. But when he loafs on the street, he and everybody else knows that he is simply loafing, and if there

is any spirit of manhood in the boy or any power of compulsion in the parents he will be set to work doing something; and the only salvation for a boy industrial or morally, is to have something to do. There is, to be sure, little hope for advancement for the boy who goes early to work in a shop or factory, but still less is there hope for a boy who in the formative period of his life learns either in school or out of it only habits of idleness.

I said in the opening, that the high school was for everybody. I will now modify this. The high school is for everybody who wants to work. It is for the slow plodder who has not the capacity to get 70%. Do not put him out; he is likely to be the first one of the crowd to get into Congress or the state legislature and he will need all the education he can get. But it is not for the loafer. If after prolonged exposure to the bacteria of hustle, the boy proves impervious to innoculation, he had better be eliminated. A boy thinks he is in school to acquire information, but he is mistaken. All the knowledge that the brightest boy carries away in his head would make a very meagre encyclopaedia and even that little will ere long be largely out of date or forgotten. The boy is in school to learn how to work and to overcome the natural disinclination of the race for real intellectual labor. It makes, then, comparatively little difference whether he studies Latin or Manual Training. The important question is, "Is the boy in earnest? Is he learning to work intelligently and efficiently?"

The twentieth century high school, then, is a bee hive of industry where young men and women of every station in life meet on a democratic basis, and earnestly strive to fit themselves to do well their part in the earnest, active world of tomorrow.

Are Forces of Disintegration at Work?

But what will be the high school of tomorrow? Will it be larger? Our State Superintendent in a recent circular suggests that forces of disintegration are at work, and that if the high schools do not wake up and better meet modern industrial needs, they will soon find that Othello's occupation is gone. He says that because the high school was asleep to its opportunities, the County Training school came into existence to meet a newly felt need.

Ladies and gentlemen, I plead guilty to having been one of a group of men who caused the first County Training School in Wisconsin, (and in the United States for that matter), to come into existence. I was not the leader, but must confess to a share in the guilt. We did not fail to see that the city high school might do this work, but we did think

that a separate institution owned and controlled by the County could better arouse that rural interest and co-operation essential to success. The County Superintendent would be more interested in a school in whose management he could have some share. The farmer would take more pride in sending his daughter to a school he could call his own. The rural district would be more willing to employ a graduate of the school if they paid taxes to support the school; for they would want to get a return for their money; and the only way to get a return would be to employ a Training School graduate to improve their school. The twenty-two Wisconsin training schools that have been established on the model of the Marathon school seem to prove the soundness of the reasoning. But, at any rate, the county training school came into existence not because the high schools were asleep, but because it was thought that the county could more efficiently do the work.

But have the training schools been a source of disintegration to the high schools? Of the cities on this chart, Antigo, Grand Rapids, Marinette, Merrill, and Wausau have training schools. Three of these schools, in attendance in proportion to population, are the highest of any schools on the chart, and the other two are equalled by only one other city on the list. Should the disintegration of these high schools continue at the present geometrical ratio for the next forty years, every man, woman and child, patriarch of ninety and infant in the cradle, will have to be enrolled in the high school to furnish the requisite numbers. Yes, high schools of cities of the third class will grow, but they cannot be expected to continue to increase so rapidly in proportion to population, for they are already rapidly approaching the point where nearly all pupils of proper age and attainments will be enrolled.

Agriculture and Pedagogy.

The high school of to-morrow will be larger; will it be better than the high school of to-day? In two recent circulars, our State Suerintendent declares that we are asleep to our opportunities; that we are devoting all our energies to keeping our schools on accredited lists of various colleges, and are neglecting the needs of our communities. But he does not definitely point out any needs that we are neglecting unless it be agriculture and pedagogy. As a matter of fact, so far as the cities are concerned ,there is absolutely no demand for agriculture from the city pupils. As to pedagogy, if you will pardon an illustration from my own school, we are offering a full year's course in pedagogy, including observation and practice work directed by a teacher of wide training and expe-

rience, but at present we have only ten pupils taking it. There is little likelihood of much demand for pedagogy in our city schools until a compulsory salary law shall force rural school wages up to a living wage.

The High School of the Future.

Our high schools furnish courses in commercial branches, in manual training, in domestic science, in music, and in drawing, and I am bold enough to promise for most of the schools on this chart that we will next year offer instruction in any useful branch of knowledge under the canopy of heaven for which twenty pupils with serious purpose shall this year express a desire. Yes, the high school of to-morrow will be better than the high school of to-day. New courses will be added as new needs are felt; old courses will be expanded toward the trade school idea. Methods, too, will be improved. We are not asleep. We do not need harsh criticism to rouse us from our slumbers. We are wide awake, but like a boy in his teens we have grown so rapidly that we have not yet got perfect control of our faculties. We are still a bit awkward, but with a little patience on the part of our elders we may yet be expected to come out all right.

Relation to State University.

But how about our relation to the State University? The State Superintendent says that we are too much dominated by collegiate influence, that in our effort to keep on accredited lists, we neglect industrial needs. He cites a concrete case where attention to preparation for college drove out the boys and left the school with one hundred girls in excess of the boys. For a second illustration will you once more pardon an allusion to my own school. In a city of 16,000 inhabitants we have, exclusive of tuition pupils, 440 students enrolled. Of these 440, a full 50% are boys. I trust that these two facts will protect us from the charge that we are neglecting industrial needs, and yet, we annually send to college more graduates than we put directly into all the industries combined. In the past five years more than 50% of all our graduates have entered higher institutions of learning. From one class of forty-four members, thirty students entered higher schools. And I am not ashamed of it; on the contrary, I am proud of it. A desire to attend college is a more noble ambition than a desire to rush half prepared into industry. I would rather see a boy who wishes to become an engineer enter the College of Engineering than to see him enter a shop; I would rather see a boy who wants to lead in commercial circles, enter the School of Commerce than to see him take a position as a

stenographer; I would rather see a girl who aspires to teach, enter the School of Education than to see her open the door of the rural school house. We sometimes get a notion that scarcely any graduates go to college. If this were so, where in the world would the thousands of students enrolled at our state university and our various state colleges come from? To fit pupils for college is indeed one of our most important duties.

But because we fit students for colleges, the colleges should not control us or unduly interfere with our curriculums or our methods,—so far I can agree with the State Superintendent,—but do they do so? They already admit graduates from our industrial courses, and what more is wanted? I have twice acted as chairman of a committee sent by the State Principals' Association to confer with the University as to credit for industrial branches, and I am pleased to say that the University met us more than half way—in fact, granted everything we asked.

Relation to State Superintendent.

But the State Superintendent advocates a law that shall compel the University to admit all high school graduates. Such a law would not broaden our courses of study; for the University requirements are already broader than those of the State Superintendent; but it would abolish University inspection. This, it seems to me, would produce three results; in the first place, it would take away from the University the reasonable right to say whether a school has attained the minimum standard of efficiency in the branches it does teach; second ,it would take away from the high schools the inspiration that comes from the visit of the greatest educational institution of the state; third and most important, **it would concentrate all inspectional power in the hands of the State Superintendent. This, I believe, would be highly dangerous.** For the sole inspection power in the hands of a person less high minded than our present estimable superintendent might lead to the building up of a political machine that would be injurious to the schools and ruinous to independent thought among school men—for what high school man would dare to speak when the unchecked report of a single inspector could not only secure his discharge from his present position, but could prevent his ever finding school employment again in Wisconsin or elsewhere? The schools of Wisconsin have more freedom under a double inspection system than they will have under a single inspection system of any kind whatsoever. But if we must have a single inspection system, let it by all means be vested in a board of eminent educators. For two reasons: first, because the board will be more likely

to appoint as inspectors, men of the highest attainments and ability; second, because the inspectors will have less temptation to reward friends and punish enemies in order to build up a machine.

"Freedom from "Control."

But I do not wish to do injustice to the State Superintendent's position. He has struck an important keynote in his phrase "Freedom from Control." I believe he has sounded it in all sincerity; and in this, he is absolutely sound. We should have freedom of control, freedom from the control of the State University, freedom from the control of the State Superintendent, and freedom from the control of a non-partisan board. Let them all inspect, criticise, and help us. But control should be vested absolutely in the communities that created these high schools, and that now practically unaided, support them. Control should rest with the community in which a high school is located for three reasons: first, because the high school should be quick to respond to local needs, and outside control would render this adaptation more difficult; second, because the high school depends for its success upon local interest—not merely for money, but also for boys and girls and for that spirit of enthusiastic co-operation that alone can bring the highest success, and any transfer of control to outside authority will impair efficiency by lessening local interest; third, because it is only fair that the communities that pay all the expenses of the schools should control them.

Effect of State Superintendent's Criticism.

Far be it from my purpose to speak a word of disrespect of our State Superintendent. I believe thoroughly in his integrity of purpose, and in the sincerity of his interest in the schools of the state, but though it is farthest from his intention, by this public spanking, he does great harm. We are striving to build up a public sentiment that shall believe in the high schools and shall support them with money and with sons and daughters. But the Superintendent's circular intimating that the schools are asleep but not saying definitely how they can be improved, tends to arouse suspicion in those who are not posted. It furnishes fuel to inflame the prejudices of the knocker and puts the friends of the high school on the defensive when they should be aggressive. What the high schools are to-day, they have made themselves with but little help from college or state department. To-morrow, if left to themselves, they will be better and greater than to-day. With kindly help from college and state department, they may be still greater. To the state department and the col-

leges we therefore say, "Give us, we pray you, your best of encouragement and help; but whatever you do, we pray you, if you help not us, at least help not the bear."

Rural High Schools.

But how about the rural high schools? They have, to be sure, been less quick to respond to modern needs; but to sever the ties that bind these schools to the State University would not improve them; it would only remove a source of inspiration they greatly need. The real key to the whole situation is financial. The village is too poor to equip and maintain a twentieth century high school. A modern high school costs money. When some economical tax payer complains to you that your high school costs money, don't dispute him. Say, "It does indeed cost money and to-morrow it will cost more money that it does to-day." The rural high schools would like to teach agriculture, but they cannot afford such an equipment as our county agricultural schools have; they would like to teach pedagogy, but they cannot afford to pay salaries sufficient to get teachers of the grade of our training school teachers. If secondary education is to become efficient in rural Wisconsin, in the first place the village high school must become a township high school and must get back of it sufficient power of taxation to enable it to meet the modern needs.

The Tuition Law.

In the second place, the tuition law which enables a high school to charge tuition of fifty cents and no more must be changed. The injustice of a law that enables a poor high school to make a profit of twenty-five cents, and compels a good one to lose one dollar each week, on every tuition pupil, would seem ludicrous were it not tragic. It places a premium upon running a school as cheaply as possible; for a weak high school with a large tuition clientage, it sets up an impassible barrier against an expenditure of more than fifty cents per pupil and every thoughtful man knows that a good high school can not be run for anything like fifty cents per pupil. "You ought to spend more money on your high school," I said to a school board member, distributing uncalled for advice with that generosity characteristic of a school teacher. "You need more teachers and larger salaries," I said, "and a much better equipment." "I know it," he said, "but we lose a thousand dollars a year on our tuition pupils already and we cannot afford to lose any more." It is all right to charge the tuition to the town from which the pupil comes, but the law should be so changed that every high school could collect just what it spends for each pupil, based on sworn and itemized state-

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ments filed with the State Superintendent. This is, of course, only just. The forced charity of the present law is not fair to the cities giving it, nor ought it be acceptable to the towns that receive it. Unless more money can be found for our rural high schools, they must remain weak and inefficient.

High Schools of Large Cities.

But how about the high schools of our large cities? These high schools have shown a marvellous growth, but they are yet far below the cities of the third class in enrollment in proportion to population. But the awakening is at hand. These cities are building enormous structures, some to accommodate 4,000 pupils, but they cannot erect buildings large enough nor fast enough to keep up with the demands. The next twenty years will see in our great cities the same marvellous transformation through which the smaller cities have just passed, and the day is not far distant when almost every boy and almost every girl of proper age and attainments will be enrolled in our high schools.

The Real Significance.

But what is the real significance of this great educational evolution, the most astonishing and far reaching in the history of the world? What will it mean in the not far distant day when every father in shop and factory has been made efficient in "Everybody's College," and when every mother that rocks her babe, whether it be in palace or in cottage, has had her soul awakened to the culture of the ages?

The thought staggers one. I can frame no answer. Let us for the present seek no answer to this astounding question, but let each one of us return to his station and with true courage and optimism in his heart take up with renewed enthusiasm his humble, yet important duty of helping to train this vast army of young men and women that are to go out to make the world of to-morrow vastly richer and wiser and better and more beautiful than the world of to-day.

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